

H.E.A.T. OBSERVATION FORM

Use this form for performing classroom walkthroughs according to the H.E.A.T. (Higher-order thinking, Engaged learning, Authenticity, and Technology use) observation model.

OBSERVER NAME:

DATE:

SCHOOL NAME:

TEACHER OBSERVED:

SETTING:

The setting for this observation...

Classroom
Computer lab

Library/Media Center

Other: _____

HARDWARE USE DURING OBSERVATION:

Hardware use observed...

Unlimited technology use
1 to 1 student/computer ratio
2 to 1 student/computer ratio
4 to 1 student/computer ratio

10 to 1 student/computer ratio
1 student computer in classroom
1 teacher workstation only
No hardware use

Other: _____

SOFTWARE APPLICATION USE DURING OBSERVATION:

Application use observed...

Single Application Use
Multiple Application Use

No Application Use

Other: _____

TECHNOLOGY USERS DURING OBSERVATION:

Technology users observed...

Teacher Only
Student(s) Only

Student(s) and Teacher
No Users

HIGHER-ORDER THINKING:

Students taking notes only; no questions asked
Student learning/questioning at knowledge level
Student learning/questioning at comprehension level

Student learning/questioning at application level
Student learning/questioning at analysis level
Student learning/questioning at synthesis/evaluation levels

ENGAGED LEARNING:

Students report what they have learned only
Students report what they have learned only; collaborate with others
Students given options to solve a problem
Students given options to solve a problem; collaborate with others

Students help define the task, the process, and the solution
Students help define the task, the process, and the solution; collaboration extends beyond the classroom

H.E.A.T. OBSERVATION FORM (CONTINUED)

AUTHENTICITY:

The learning experience is missing or too vague to determine relevance
 The learning experience provides no real world application, or represents a group of connected activities
 The learning experience provides limited real world relevance, but does not apply the learning to a real world situation
 The learning experience provides extensive real world relevance, but does not apply the learning to a real world situation

The learning experience provides real world relevance and opportunity for students to apply their learning to a real world situation
 The learning experience is directly relevant to students and involves creating a product that has a purpose beyond the classroom that directly impacts the students

TECHNOLOGY USE:

No technology use is evident
 Technology use is unrelated to the task
 Technology use appears to be an add-on and is not needed for task completion
 Technology use is somewhat connected to task completion involving one or more applications

Technology use is directly connected to task completion involving one or more applications
 Technology use is directly connected and needed for task completion and students determine which application(s) would best address their needs

LEARNER-CENTERED INSTRUCTION:

Students established individual goals for their learning
 Student inquiry guides the instruction
 Student questions dictate context/content of instruction

Students given multiple options for completing a task/project
 Student products perceived as authentic and purposeful

RESEARCH-BEST PRACTICES:

Teacher providing homework and practice
 Teacher setting objectives and providing feedback
 Teacher reinforcing effort and providing recognition
 Students summarizing and note taking
 Students identifying similarities and differences
 Teacher providing opportunities for nonlinguistic representations

Students generating and testing hypotheses
 Teacher implementing cooperative learning
 Teacher providing cues and promoting questions
 Teacher offering advanced organizers
 Teacher adjusting instruction based on learner readiness, interests, or modality strengths
 Teacher providing adequate wait time for student responses

ESTIMATED LoTi LEVEL:

ESTIMATED CIP LEVEL:

COMMENTS/OBSERVATIONS:
